

# TBAP Bridge AP Academy

## Peer to Peer Review October 2018

Area	The Review Team judged* TBAP Bridge:
Overall	<b>Good (2)</b>
Leadership and Management	<b>Good (2)</b>
Personal Development, Behaviour and Welfare	<b>Outstanding (1)</b>
Teaching Learning and Assessment	<b>Good (2)</b>
Outcomes	<b>Good (2)</b>

\*Please note that this review is not equivalent to an Ofsted inspection and judgements therefore are not necessarily equivalent to Ofsted judgements

## The Peer to Peer Challenge

In advance of the review the school provided copies of TBAP Dynamic School Review Executive summary and Scorecard (SEF) and additional documents were presented to the review team on arrival and during the review including:

- Staff Keele survey
- Behaviour for Learning progress tracking
- Learner PASS data
- Progress tracking data
- Learner books and portfolios
- Staff CPD records
- Line management and PMR records (including Blue Wave Swift)
- LAB reports
- Confidential report

After scrutiny of the evidence available and consideration of the schools own self-evaluation, the following key lines of enquiry were agreed with the Head of School:

1. Impact of performance management on quality of teaching
2. Improvements in teaching learning and assessment over time with a focus on Maths
3. Attendance with a focus on Year 8 and interventions to raise attendance levels

## Leadership and Management strengths

The Director of ICM and Head of School have created a positive child focussed provision supported by open communication with staff and trusting relationships with learners. This is evidenced by the morning briefing and afternoon debrief where learners clearly express their views and individual success is celebrated. Leaders lead by example and there is a culture of high expectations for both staff and pupils. Positive respectful relationships are tangible throughout the provision; during both structured learning time and breaks and lunches.

School leaders have a precise understanding of learners' emotional wellbeing, which means that learners make greater progress in terms of attendance and progress than they did in previous schools. Leaders are ambitious for all learners and there is a clear plan in place which supports their vision and will enable continued improvement.

Leaders have a clarity of vision about the aims of the provision and its development – strategic planning is secure and leaders have an accurate understanding of what needs to be done in order to further develop provision. Stakeholder surveys support the judgements of leaders about the quality of provision. Leaders have identified that parental engagement is an area for development and have planned a series of engagement events in response to this.

The school has a robust cycle of lesson observations, learning walks and work scrutiny which helps to improve the quality of teaching. This is evident from the KS3 progress check summary with clearly identified areas for improvement, which helps to plan and refine actions to ensure continued school improvement.

Performance management targets are linked to teaching standards. Leaders use professional development effectively to improve teaching. They use accurate monitoring through their Bluewaveswift system to identify and spread good practice across the school.

A clear focus on the professional development of every staff member is in place and the impact on teaching and learning is evident. This is supported by the TAPA/ICM Director of Learning who completes learning walks and supports in the coordination of CPD.

Staff feel very positive about the provision and their ability to develop as professionals within it. Teaching is consistently strong and learners are encouraged to self-evaluate using Pupil Asset.

The Head of School and senior staff have carefully constructed learner pathways which enable learners to focus on their individual areas of need and improve their access to the curriculum.

The curriculum offer is appropriate to meet the needs of all learners, through a careful balance between the personal and social development of learners as well as academic attainment. Learner profiles are considered 'live documents' and regularly discussed and updated through staff briefing and intervention reviews.

Core subjects are delivered with a heavy focus on literacy, English and maths. The SSIF project has had a significant impact on the literacy levels of some learners supported by the integration of sound training and Lexonic within the curriculum.

Through a programme of enrichment activities learners have the opportunity to broaden their learning across a range of other curriculum areas.

SMSC is securely embedded in the curriculum and promoted effectively by leaders who actively encourage the development of informed decision-making. This is evidenced through votes for schools sessions, lesson observations and end of day circle times. SMSC is further supported by input from the Safer Schools officer and external providers such as St Giles as well as through the taught curriculum.

Senior leaders take a dynamic approach to Safeguarding and British values to address specific issues for example the delivery of workshops around joint enterprise as a response to a number of learners anti-social behaviour in the wider community.

Senior Leaders ensure that learners address racial and religious stereotypes through a 'no tolerance approach' supported by positive staff role models, external support and the taught PSHE curriculum. Delivery of SMSC and British Value is appropriate for learners for example delivering sessions in a less structured environment rather than more formally in a classroom.

Safeguarding is accurately judged to be very effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils. The senior team ensure 'prevent' and safeguarding training is delivered to all staff and updated regularly. There have been no Prevent referrals, however substantial multi agency work has taken place specifically to support two learners and their families this year.

The review team concluded that Leadership and management was 'good with outstanding features' as defined by the Ofsted Handbook.

### Leadership and Management risks and areas for development

In order for Leadership and management to be consistently outstanding:

- Academic Interventions with a focus on stretch need to be developed to encourage more able learners to extend their learning. This should include provision mapping and support for EHCP learners to ensure all make expected progress.
- A drive to improve unauthorised attendance and raise parental engagement with the school
- Attention needs to be paid to students 'readiness for mainstream' to ensure learners are confident and resilient to manage the change in environment and expectations of a larger school.
- Governance needs to be strengthened at local level to secure appropriate challenge and scrutiny of standards/leadership.

### Personal Development, Behaviour and Welfare strengths

The review team concluded that aspects of the school performance in this area firmly within the 'Outstanding' range as defined by the Ofsted Handbook.

During the two-day review, learners demonstrated confidence in their learning. Learners' excellent attitude to learning is a result of highly effective strategies put in place by senior leaders to promote high standards of behaviour. Consistent application of the Behaviour for Learning framework (B4L) by all staff is well understood by learners and as a result, all learners make rapid and sustained improvements in their personal and social development. The consequence of this is that despite their starting points, all learners demonstrate excellent attitudes to learning which supports their progress across the curriculum.

- B4L relationship with the curriculum: 75% have made significant progress from baseline
- B4L relationship with others: 75% have made significant progress from baseline
- B4L relationship with self: 83% have made significant progress from baseline
  - Learners with SEN make equally good progress with their behaviour as their peers although the SEN cohort consists of only two learners. All learners are considered to have additional needs. Learners are predominantly male. Of the two female learners, one made little progress. School data shows this to be the result of poor attendance since joining the school. As a result, the school has put in place significant support through multi agency networks and has successfully driven Child in Need and Child Protection referrals. Safeguarding at the school is a strength.

As evidenced in all Lesson observations – learners are keen to discuss their work and are proud to display their artwork throughout the school.

Learners feel safe to give their considered views through Votes for Schools debates. At whole school circle time at the end of every day, learners and staff come together to reflect individually on the days successes and what they can improve on. In lessons, learners show respect for different points of view and respect for others' ideas.

CIAG is delivered to all KS 3 learners through discrete careers lessons that help broaden their horizons about the world of work and helps develop relevant skills in readiness for transition to KS 4 and for life after school.

Senior leaders and staff at all levels make good use of data analysis to plan effective interventions that support learners to make further progress. Learners told the review team how the school has helped them progress their learning and to improve their behaviour. Learners know what they need to do to improve further and share this with staff and their peers at daily circle time. Staff debrief and morning briefing are used effectively to plan how to support individuals and to record successes from the previous day.

The Head of School and the ICM team actively promote safeguarding and SMSC keeping both at the heart of their work, this supports learners at the school to thrive. Learners are taught how to keep themselves safe through PHSE as well as from dynamic, targeted work to address specific issues as they arise and the PHSE curriculum is bolstered by commissioned support from external agencies such as the St Giles Trust. In addition, the school's Safer School Officer delivers sessions, for example about 'joint-enterprise'. This was a response to anti-social and criminal activity in the community, which the school identified as an issue for some learners. Online safety is taught in PHSE with input from CEOP. The school's focus on SMSC, ensures that learners at Bridge AP Academy are supported to become thoughtful, caring and active citizens.

Learners are taught how to keep themselves healthy in PHSE (smoking cessation and drug awareness); health, nutrition and domestic budgeting through Cooking; PE and enrichment activities such as BMXing, also help promote health and fitness. Fizzy drinks and sweets are not allowed at school with any contraband confiscated and parents/ carers informed.

The school has a strong partnership with Fulham Football Club who work with the school to support learners and families outside of school by providing tickets for matches so that children can enjoy outings with their parents and carers. Fulham F.C. also deliver lunchtime coaching sessions.

Learners report feeling safe at school and say they know they can speak to the any member of the staff team about any concerns they have. Bullying behaviour occurs rarely and the school has sound strategies in place to deal with instances if they arise. These include one to one mentoring, active engagement with families and mediation. The most recent parent survey shows that 83% agreed or strongly agreed with the statement '*school is a safe place for my child to learn*', The remaining 17% neither agreed nor disagreed.

One Year 8 learner is a persistent non-attender who has refused to attend since initial referral. The school are active in their work with Early Help team to address this. However, as a result Yr8 attendance (8 learners) is 67%. Year 9 attendance (17 learners) is 89%. Overall attendance at the time of the review was 72.8%, against most recent national average data for PRUs of 66.1%\*. Despite high learner mobility and that the school's highest attenders often reintegrate to mainstream schools, attendance levels at Bridge AP Academy have remained relatively constant over the last 18 months.

A review of SIMS registration certificates for all learners on roll showed that B code is used appropriately.

The school works effectively to address absence and has robust internal systems for monitoring absence. These include first day absence calls, daily calls and text messages. The school makes home visits when contact cannot be made with parents/ carers.

The school makes good use of partnerships, working effectively with a number of external organisations to support learners' personal development and welfare:

- Football beyond Borders

- St Giles Trust
- Women and Girls Network.
- QPR Prevent and Prosper
- Control Z
- Rugby works
- Jaimie's Farm
- Fulham FC
- Brid Ron Sailing Project

Personal Development, Behaviour and Welfare risks and areas for development

In term 6 2018 attendance was affected by some Year 9 learners who began to separate themselves from the school as a result of transition arrangements to KS4 at another site. The Head of School and senior team have addressed this in the schools self-evaluation and rightly identified Year 9 transition arrangements as a school development priority in the latest SDP.

## Teaching, learning and Assessment-strengths

Teachers use effective planning to help learners learn well. In the lessons observed, time is used productively with most students engaged for most of the session. Learners focus well on their learning because teachers reinforce expectations for conduct, which happens in class and throughout the building. In the lessons observed, clear tasks that challenge learners are set. Each lesson clearly outlines lesson objectives that are followed and reviewed. Evidence of the learning and progress is clear throughout learner workbooks, especially in Maths and English.

During the lessons observed teachers develop, consolidate and deepen learners' knowledge, understanding and skills. This was demonstrated effectively in Literacy where learners developed prior learning and new skills. In workbooks learners are given sufficient time to review what they are learning and to develop further. This was reinforced during meetings with learners who enjoy the feedback process and use of highlighter pens to identify areas for improvement the using the red pen to correct their own work. This also enables teachers to identify and support effectively those learners who start to fall behind and intervene quickly to help them to improve their learning. This was also reinforced during a Maths class where learners were given instant intervention which enabled them to complete the task.

Good subject knowledge is evident within the plans for learning which sustains learners' interest and challenges their thinking. During meetings learners made specific reference to Literacy classes and the use of Sound Training games to help them measure their own progress. In all lessons, effective questioning techniques probe learners to reshape tasks and explanations so that they better understand new concepts. This was particularly effective in the practical sessions observed such as Art and PE. In workbooks teachers clearly build on learners' strengths through the use of praise and additional tasks. The feedback in English workbooks is a very good example of this.

The School has a very clear assessment policy and all staff implement it consistently. Highlighter pens are used for staff to identify improvements and students improve work with the use of a red pen. Feedback is incisive and clearly identifies what they can do to improve their work. Learners enjoy the process, as evident in workbooks and during meetings. They also understand the process and see the value in their own improvements. All workbooks show students use this feedback and they know what they need to do next.

The School does not have a formal Homework Policy but takes a sensible approach to its practical implementation. Learners who are close to reintegration are introduced into extended pieces of work which are completed at home. Also, learners often request additional tasks or reading and are given material to support this process.

Teachers are determined that learners achieve well. They encourage learners to try hard, recognise their efforts and ensure that learners take pride in all aspects of their work. This was evident in all lesson observations and around the building. The use of circle time at the end of the day reflects the consistently high expectations of all learners' attitudes to learning. The session was managed skilfully by the Learning Support Professional who demanded respect from everyone involved and set the standard for expected behaviour.

There is clear evidence of learners developing the capacity to learn from mistakes and becoming keen learners who want to find out more, which was reinforced in learners' meetings with reviewers. Workbooks

demonstrate a willingness to find out new information to develop, consolidate and deepen their knowledge, understanding and skills. Learners act on feedback and can talk eloquently about their progress - particularly in English.

The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve. Last year the School sent out a detailed end of year report. In Term 3 parents were invited into a 'Progress Morning' where staff gave detailed feedback, discussed learners work and their progress. Attendance was excellent and the process is set to be developed during this academic year.

All staff challenge stereotypes and the use of derogatory language in all lessons and around the school. The team did not find one instance of inappropriate language not being challenged. All staff promote equality of opportunity and diversity in teaching and learning which was evident in all classes, non-structured time and particularly during the end of day circle time.

#### Teaching, learning and Assessment- risks and areas for development

In order for teaching, learning and assessment to be outstanding the School will need to:

- Develop and embed an overarching teaching, learning and assessment strategic plan.
- Have a member of the team driving this on a day-to-day basis – a teacher has been identified and the Leadership team have begun planning this phase.
- As part of this strategic plan the profile of teaching, learning and assessment needs to be raised both within the everyday culture of the school and from a data analysis perspective.
- Formalise a few key policies – such as Homework and Parental Reporting – but ensure these policies are flexible to accommodate the Schools fluid response to learner and parental needs.
- Continue to work on the issue of Stretch and Challenge noted in the SEF and Development Plan. There is evidence of the work is being done to address the issue. However, the School is still reacting to high achievers and needs to become proactive. Higher achievers need early identification and individualised planning to stretch them in every aspect of the curriculum.

#### Outcomes strengths

Analysis of formative assessment data indicates strong progress across the curriculum including in English and in Mathematics. Where progress is below school/ group average, senior leaders ensure that appropriate interventions are put in place. Progress learners make in lessons is good and progress overtime as demonstrated by learners' work, is also good

Summative data shows that the vast majority of learners make expected or better progress in English and most make expected or better progress in Maths.

Literacy and reading. As a result of Soundtraining/ Lexonic literacy intervention project school data shows in 2017-18:

- 71% made more than one chronological years progress from baseline
- Average improvement across 6 learners is 2 years and 1.95 months

Progress for a small number of learners making less *academic* progress in 2017-18, including two learners with EHCPs, is evidenced by other TBAP Progress 5 measures such as improved attendance and good progress against *Behaviour for Learning* targets.

Behaviour for Learning data (See Personal development Behaviour and Welfare section above) shows strong progress for the majority of learners. Progress is rapid from baseline.

Attendance is good for most learners compared with their attendance prior to or, on entry and where attendance for individuals is not good, the school works hard with multi-agency partners to encourage improvement.

#### Outcomes- risks and areas for development

School leaders have rightly identified that higher ability learners should be stretched further. It was evident from lessons observations that as a result of recent CPD, lesson planning is increasingly personalised for individuals and to meet the need of those in vulnerable groups. The school should to continue to evaluate personalised planning in all subjects to ensure all groups including the most able, are provided with work that is appropriately challenging.

In 2017-18 girls did less well than boys across the range of TBAP Progress 5 measures. Although in 2017-18 girls represented only 6.6% of the school population and currently there are no girls attending, school leaders are right to plan to improve engagement by girls this year .

Peer to Peer Summary

Area	The School judged themselves:	The Challenge Team:
Overall	Good	Good
Leadership and Management	Good	Good
Personal Development, Behaviour and Welfare	Good	Outstanding
Teaching Learning and Assessment	Good	Good
Outcomes	Good	Good

Peer to Peer Review Team

The Review Team:  
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